

16 KAR 9:060. The alternative training program for preparation of candidates for initial teacher certification.

RELATES TO: KRS 161.028, 161.030, 161.048, 161.049

STATUTORY AUTHORITY: KRS 161.028, 161.030, 161.048, 161.049

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161.048 directs the Education Professional Standards Board to adopt administrative regulations establishing standards for local district training programs and the approval and evaluation process for these programs. This administrative regulation establishes the required elements of a local district program, outlines the training and responsibilities required of the professional support team, and establishes the training which a candidate for alternative certification shall be provided. In addition, the administrative regulation establishes the process for evaluation of the candidate.

Section 1. The alternative training program as defined in KRS 161.048 and 161.049 is an alternative program to prepare a candidate for initial teacher certification. A local district or a group of districts may seek approval to offer the program in all instructional fields for middle grade teachers as identified in 704 KAR 20:080 and TEC 35.0 of the Kentucky Standards for the Preparation-Certification of Professional School Personnel incorporated by reference in 16 KAR 5:013 and for secondary classroom teachers as identified in 704 KAR 20:070 and TEC 40.2, except for the preparation of teachers of exceptional children.

Section 2. District Plan. (1) The local school district or consortium shall submit a plan for the alternative training program for approval by the Education Professional Standards Board, to include the following:

(a) Written evidence that the district has sought sponsorship of the program with an accredited college.

(b) The names of a four (4) member professional support team for each candidate, as described in Section 4 of this administrative regulation.

(c) The names and qualifications of personnel other than the four (4) member professional support team who will provide formal instruction as described in Section 5 of this administrative regulation.

(d) The training program for the support team, as described in Section 6 of this administrative regulation.

(e) The training program for each candidate, as described in Section 5 of this administrative regulation.

(f) A tentative budget to include expected personnel costs, for the period of time for which the district is requesting approval of the proposal, which may not exceed five (5) years.

(g) Name, title, address and telephone number of program director.

(h) Appeal process.

1. The sponsoring district or consortium shall establish an appeals process for candidates in the alternative training program and shall notify the Education Professional Standards Board of this process at the time of application for approval of the program.

2. Complaints relative to failure of the sponsoring district or consortium or the professional support team to comply with and follow all prescribed statutory and regulatory requirements and procedures of an approved alternative training program shall be directed to and assessed by the superintendent or designee of the sponsoring district or consortium.

3. The district shall notify the Education Professional Standards Board of all appeals and actions taken as a result of appeals.

(i) Roles and expectations for the professional support team during the eight (8) week training and

the two (2) subsequent eighteen (18) week training sessions.

(2) The proposed plan for an alternative training program shall be reviewed by staff of the Kentucky Department of Education. Staff shall review the district plan in terms of the following criteria:

(a) Compliance of the proposed program with requirements and standards set forth in 16 KAR 9:050 and this administrative regulation.

(b) Evidence that sufficient financial and staff resources are available to the program for its effective implementation.

(c) Qualifications of program staff in the areas of instruction and supervision for which they have responsibility, including qualifications described in Section 6 of this administrative regulation. The district plan for the proposed alternative certification program shall provide evidence to the satisfaction of the Education Professional Standards Board in support of the three (3) criteria listed above. Staff shall recommend acceptance or denial of the plan to the EPSB which shall include the rationale for the recommendation. The EPSB shall review the staff recommendations, shall approve or deny each plan and shall transmit the decision and rationale for the decision to the district. The district may revise and resubmit a plan that has been denied. Any approval granted by the Education Professional Standards Board shall specify the period of approval of the training program, which shall not exceed five (5) years. Districts may apply for an extension of approval as outlined in Section 11 of this administrative regulation.

(3) The district shall offer employment to a candidate seeking certification only after the district plan for an alternative training program has been approved by the Education Professional Standards Board.

(4) For each candidate seeking certification through an approved alternative training program, the district shall submit the following:

(a) Evidence of a criminal records check.

(b) Transcripts of all college work undertaken by the candidate.

(c) Three (3) recent letters of reference from persons not related to the candidate who are familiar with the candidate's professional work.

(d) Identification of the school, or an accurate description of another location, in which the candidate shall be trained during the first eight (8) weeks of training. Reasons for selecting a nonschool site shall be provided.

(e) Identification of the school, or an accurate description of another location, in which the candidate shall teach and be trained during the two (2) subsequent eighteen (18) week periods of training.

(f) A list of grade levels and classes the candidate will teach.

(g) The proposed daily workload and schedule of the candidate for each phase of the training.

(h) A copy of the official letter offering employment to the candidate.

(i) Evidence that the candidate has accepted the offered employment.

(j) The names and positions of the members of the four (4) person professional support team to include evidence that each member has successfully completed training and testing for participation in the Kentucky teacher internship program or the required update as established in 704 KAR 20:320.

Section 3. Orientation and Professional Development Plan. An orientation and a professional development plan for assisting each candidate toward proficiency shall be provided by the local school district as follows:

(1) The four (4) member professional support team and the candidate shall meet before the candidate begins Phase I training and shall be oriented to the approved training proposal and to the responsibilities and expectations for each team member and the candidate.

(2) The professional support team shall draft an individual professional development plan for the candidate to cover all phases of the training. The candidates' professional development plan shall be

consistent with the district plan for assisting a teacher toward proficiency as described in KRS 156.101(6)(c)6 and with the district's approved alternative certification proposal, and shall be fully discussed with the candidate.

(3) The candidate's professional development plan shall be submitted to the Education Professional Standards Board for review and approval, along with documentation of each team member's knowledge and skills as described in Section 6 of this administrative regulation and the candidate's application for candidacy as described in Section 3 of 16 KAR 9:050. If the board's judgment is that the professional development plan is not consistent with the approved district plan, the board may refuse to approve the individual plan and may deny the candidacy until a professional development plan is approved.

Section 4. Professional Support Team. A four (4) member professional support team who have successfully completed the training identified in Section 6 of this administrative regulation shall be identified by the local school district for each candidate seeking certification through an approved alternative training program as follows:

(1) School principal. The principal of the school where the candidate will be initially assigned to teach shall chair the professional support team. He shall keep records of the following:

(a) All informal visits and critiques;

(b) All formal visits and evaluations; and

(c) Documented changes made in the candidate's professional development plan. At regular intervals, the chair shall convene the team in order to discuss with the candidate his professional progress and appropriate modifications in the professional development plan.

(2) Experienced teacher. The teacher shall hold current certification valid for the grade range and subject area or a closely related subject area for which the candidate is seeking certification. The teacher shall hold Rank I or II, and shall have at least four (4) years of full-time teaching experience. At least one (1) year of the prior teaching experience shall be in the district that has employed the candidate.

(3) Instructional supervisor. The instructional supervisor shall hold a valid Kentucky certificate for supervision of instruction and shall have at least one (1) year of prior experience in the district that has employed the candidate. If an instructional supervisor is not available, the district shall assign a person who has held the full-time position of supervisor of instruction for at least one (1) year within the prior three (3) years and who holds a valid Kentucky certificate for supervision of instruction.

(4) College or university faculty member. The faculty member shall be a full-time faculty member of an accredited senior college or university who is associated with the teacher preparation program and whose academic field is the same as or closely related to the field in which the candidate is seeking certification. If a faculty member is not available, the district shall assign a person approved by a senior college or university who has held the full-time position of college faculty member within the prior three (3) years and whose academic field is the same as or closely related to the area in which the candidate is seeking certification.

Section 5. Training for the Candidate. A three (3) phase training program for each candidate, as established in KRS 161.049 shall occur to ensure implementation of the candidate's professional development plan and a minimum of 250 hours of formal instruction. Formal instruction shall be for the purpose of ensuring that the candidate acquires the competencies established in 704 KAR 20:070, Sections 2, 3, 4, 5, 6 and 8 and shall relate directly to the candidate's professional development plan and to the knowledge base of the Kentucky teacher internship program. Formal instruction shall include:

(1) Phase I training. Phase I shall include a full-time seminar and practicum of no less than eight (8) weeks' duration prior to the time the candidate assumes responsibility for a classroom and shall

comply with the following:

(a) The training program shall include an introduction to basic teaching skills through supervised teaching experiences with students.

(b) The training program shall integrate the candidate's supervised teaching experience with formal instruction in human growth and development, basic teaching skills, classroom management, dealing with diverse learning styles of diverse student populations, student assessment, and the knowledge base for the Kentucky teacher internship program.

(c) The district shall provide a formal orientation to the policies, organization, curriculum, and student characteristics of the employing district. The orientation shall be supervised by, or provided by, one (1) or more members of the professional support team.

(d) During the last week of Phase I training, evaluations shall be performed by or supervised by one (1) or more members of the professional support team, and shall include written tests and observations of the candidate's classroom performance. The candidate's understanding in the areas of formal instruction outlined in Section (5)(1)(b) and the candidate's performance in the competency areas established in the designated sections of 704 KAR 20:070 shall be evaluated, along with the candidate's understanding of policies, organization and curriculum of the employing school district. Evaluation results in written form shall be shared with all members of the professional support team and shall be used to modify and improve the candidate's professional development plan. The revised professional development plan shall be discussed with the candidate and forwarded to the Kentucky Department of Education.

(2) Phase 2 training. Phase 2 shall include eighteen (18) weeks of formal instruction, informal observations and critiques of the candidate during which time the candidate shall have responsibility for one-half (1/2) time classroom assignment. Formal instruction, informal observations, critiques and evaluations shall relate directly to the candidates' professional development plan and to the competencies established in 704 KAR 20:070. Phase 2 training shall comply with the following:

(a) Prior to or during the first week of Phase 2 training the team shall discuss with the candidate the purpose and expectations of informal observations, critiques, formal observations and evaluations, as defined in Sections 7 and 8 of this administrative regulation.

(b) Informal observation and critique. The candidate shall be visited, informally observed, and critiqued at least one (1) time per week by one (1) or more members of the professional support team. Over the eighteen (18) week period, each member of the team shall visit, informally observe and critique no less than five (5) times.

(c) Formal observation. Each team member shall schedule a formal observation of the candidate at least one (1) time during the first five (5) weeks, one (1) time during the second five (5) weeks, and one (1) time during the last eight (8) weeks.

(d) Formal evaluation. The team shall meet to formally evaluate the candidate at the end of five (5) weeks, at the end of ten (10) weeks, and at the end of eighteen (18) weeks. After each set of formal evaluations, the team shall meet with the candidate to discuss evaluation results which may lead to modifications of the candidate's professional development plan.

(3) Phase 3 training. Phase 3 training shall include eighteen (18) weeks of formal instruction, informal visits and critiques of classroom assignment, and at least two (2) formal observations and evaluations during which time the candidate shall have full-time classroom assignment. Phase 3 training shall comply with the following:

(a) Each member of the professional support team shall informally visit and critique the candidate at least one (1) time per month. Each informal observation shall last no less than a full class period.

(b) The district plan shall show time and personnel allocations to permit the candidate to spend at least one (1) class period per week observing an experienced teacher. Teachers selected for observation shall represent a variety of classroom subjects and levels, and shall be chosen for their ability to demonstrate a variety of exemplary teaching techniques and strategies.

(c) Each member of the professional support team shall formally observe and evaluate the candidate at least two (2) times. No more than eight (8) weeks shall occur without a formal observation.

(d) Formal instruction shall continue during this period.

(e) The candidate shall take the professional knowledge portion of the core battery of the NTE no earlier than the Phase 3 training period. The score required of the candidate is established in 16 KAR 6:010. The professional support team shall not recommend approval for a candidate until a passing score is achieved.

Section 6. Training for the Professional Support Team. (1) Each member of the professional support team shall successfully complete the training to prepare classroom observers for the Kentucky teacher internship program. Each member of the team shall successfully complete the written and coding tests for the Kentucky teacher internship program before undertaking service on a professional support team. In no case shall training for a team member occur after the start of Phase I training.

(2) In addition, each member of the professional support team shall provide documented evidence of possessing knowledge and skills in field and clinical supervision, mentoring, conferencing, student assessment, evaluation of curricula and teaching skills, and dealing with a variety of students including children of diverse cultural backgrounds and exceptional children. Documentation of these competencies shall accompany the district proposal.

(3) Prospective team members who have successfully completed the training and testing for the Kentucky teacher internship program, but who lack documented evidence of knowledge and skills in one (1) or more of the areas specified in subsection (2) of this section, shall successfully complete training in these areas. The training shall be completed prior to Phase I of the district's approved program, and shall be provided through, or approved by, the Kentucky Department of Education.

Section 7. Informal Observation and Critique. (1) During an informal observation visit, each team member shall record observations regarding the candidate's performance in relation to the Kentucky teacher internship knowledge base and the performance of students in the classroom. Team members may use the classroom observation instrument of the Kentucky teacher internship program. Each informal observation leading to a critique shall be no less than twenty (20) minutes. Visits for informal observations shall be scheduled and unscheduled, and over the period of eighteen (18) weeks shall cover the range of times and activities for which the candidate is responsible for the classroom.

(2) At a critiquing session following an informal observation, results shall be shared with the candidate. The critique shall occur as soon as possible after the observation in order to assist the candidate to improve his classroom performance and the performance of his students.

Section 8. Formal Observation and Evaluation. (1) Formal observations shall be scheduled in advance with the candidate and shall last no less than one (1) class period. Team members shall use the classroom observation instrument of the Kentucky teacher internship program during each formal observation and shall share observation results with the candidate as soon as possible after the end of the formal observation.

(2) As a part of the formal evaluation, team members shall review the candidate's progress as recorded on observation instruments, notes and other documents relating to the candidate's classroom performance.

(3) Each formal evaluation shall consist of the team's written assessment of the candidate's performance as measured through formal and informal observations.

(4) Following each set of formal evaluations, the team shall meet with the candidate to discuss evaluation results, which may lead to modification of the candidate's professional development plan.

The team and the candidate shall plan together for the candidate's professional growth over the following training periods.

Section 9. Evaluation Report of the Candidate. (1) At the conclusion of the alternative training program for each candidate, the chair of the professional support team shall prepare a comprehensive evaluation report on the candidate's performance. The professional support team shall by majority vote recommend one (1) of the following actions to the Education Professional Standards Board:

(a) Approved. The professional support team recommends issuance of the statement of eligibility for the candidate, who may seek a teaching position and undertake the Kentucky teacher internship program established under 704 KAR 20:320.

(b) Insufficient. The professional support team recommends that the candidate be allowed to seek reentry into a district alternative teacher preparation program. The team shall identify areas of insufficiency and shall attach to the recommendation a suggestion for remediation in each area. The team shall also recommend a point of reentry to a district alternative preparation program.

(c) Disapproved. The professional support team recommends that the candidate not be permitted to enter a district alternative teacher preparation program. The team shall identify specific reasons for this recommendation and shall document the evidence used by the team to reach its decision. Reasons for the recommendation of disapproved shall be attached to the recommendation form, and shall be directly related to one (1) or more of the areas of formal instruction, testing, and classroom performance specified in Sections 5, 7 and 8 of this administrative regulation.

(2) All team members shall vote on the final recommendation. If the professional support team fails to achieve a majority vote (3-1 or 4-0) for any recommendation, the decision shall be interpreted as falling under the insufficient category. The team chair shall prepare a narrative describing the vote. Team members may attach an individual position statement to any recommendation. All documents shall be forwarded for review by the Education Professional Standards Board.

(3) The chair shall forward the recommendation form and all observation and evaluation documents to the Education Professional Standards Board.

Section 10. Program Evaluation. (1) The district or consortium proposal for an alternative teacher preparation program shall include a schedule for short-range program evaluation to include, but not be limited to, an evaluation of the effectiveness of the formal instruction in relation to acquisition by the candidate of the knowledge and competencies specified in Section 5 of this administrative regulation, the supervised student teaching, the assistance provided by the professional support team, and the effectiveness of the candidate in the classroom during the two (2) eighteen (18) week training sessions.

(2) The plan shall include a schedule for long-range program evaluation to include, but not be limited to, the goals of the alternative preparation program and the effectiveness of the program in meeting these goals.

(3)(a) The Education Professional Standards Board shall conduct periodic reviews of the district training programs which shall include on-site evaluations to verify the quality of the programs. The on-site evaluations shall be scheduled in advance with the district to allow sufficient time for the district to provide evaluation results and other necessary records and documents, ensure availability of program staff and candidates and provide other facilities for the conduct of the evaluation.

(b) The Educational Professional Standards Board shall provide a copy of its evaluation report to the district within thirty (30) working days of the site visit. The district shall provide a written response to all program weaknesses identified in the board's report and shall forward this response to the board within thirty (30) working days of receipt of the board's evaluation report. The board shall review the report and response and shall take appropriate action.

(c) If in the judgment of the board an alternative training program exhibits continuing and insurmountable weaknesses, the board may direct termination of the program at the end of the current school year.

Section 11. Extension of Program Approval. (1) Over the signature of the appropriate superintendent or superintendents, a district or consortium of districts may apply for an extension of an approved alternative training program for an additional period of time not to exceed five (5) years. The request for extension shall reference program evaluation results described under Section 10 of this administrative regulation, and shall specify significant changes in program components that have occurred since the training program received prior board approval and that are planned for implementation in subsequent training periods.

(2) The request for extension shall specify how program costs in terms of salaries, training personnel, staff time and district facilities shall be accommodated within the district's budget, and shall provide other assurances of program quality as may be requested by the Education Professional Standards Board. Standards for program approval and program quality specified under Sections 2 through 10 of this administrative regulation shall be maintained under any program extension. (18 Ky.R. 223; eff. 9-6-91; recodified from 704 KAR 20:600, 7-2-2002.)